

# Accessibility + You



# Kennedy Center Access/VSA Office

Provide opportunities for people with disabilities of all ages to learn through, participate in and engage with the arts.

- Empower students with disabilities through the arts
- Affirm instructional best practices are effective for students with disabilities
- Promote arts education equity and respect through disability, civil and human rights

A Jean Kennedy Smith Arts and Disability Program



# Kennedy Center Access/VSA Office

## Become a VSA Program Site!

We are seeking arts, education, and cultural organizations to provide accessible, arts-based education experiences to students with disabilities, transition opportunities to youth with disabilities, or professional development to educators of students with disabilities.

Accepting RFP's at the end of October 2022!

More information & updated 2022 RFP's will be posted at:

[www.kennedy-center.org/education/vsa/become-a-vsa-program-site/](http://www.kennedy-center.org/education/vsa/become-a-vsa-program-site/)



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wwhno?

# 61 Million Adult Americans with Disabilities 26% = 1 in 4 Americans

Disability crosses all boundaries:  
Geographic, economic, social, race and  
ethnicity, gender and gender identity,  
sexual orientation, language, culture,  
national origin, religious beliefs and  
identity, age, and political perspective.

Disproportionate impact on women,  
older adults, people of color and  
people in poverty

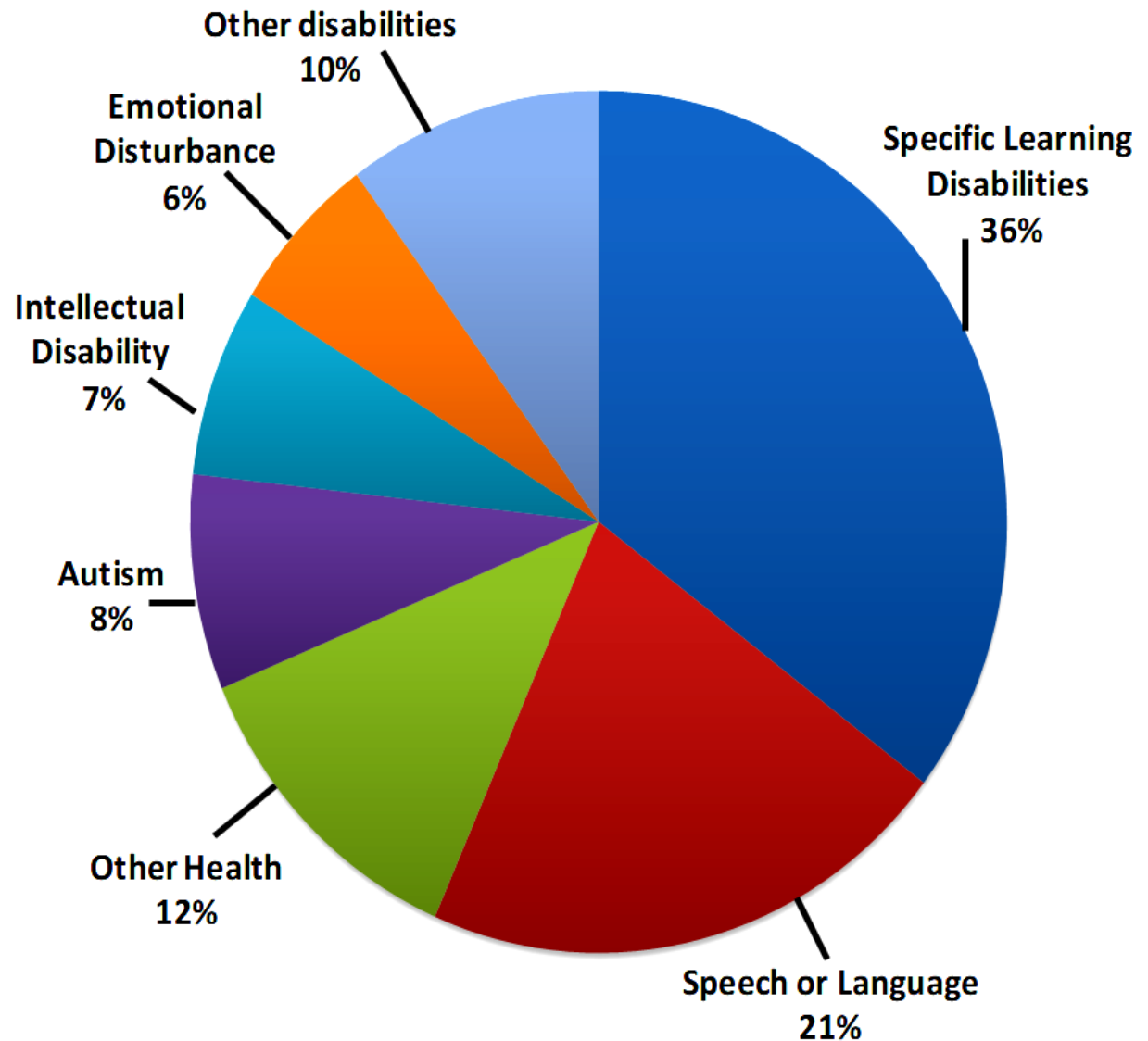
[www.census.gov/newsroom/releases/archives/miscellaneous/cb12-134.html](http://www.census.gov/newsroom/releases/archives/miscellaneous/cb12-134.html)

[www.census.gov/newsroom/press-releases/2014/cb14-218.html](http://www.census.gov/newsroom/press-releases/2014/cb14-218.html)

[https://disabilitycompendium.org/sites/default/files/user-uploads/2016\\_AnnualReport.pdf](https://disabilitycompendium.org/sites/default/files/user-uploads/2016_AnnualReport.pdf)



**14% of  
students -  
K-12  
have  
documented  
disabilities**



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why?

# Disability Rights are Civil and Human Rights

*(it's the law – most relevant to special education is 1975 IDEA and 1990 ADA)*





**A person is  
more or  
less  
disabled  
based on  
their  
interaction  
with the . . .**

***Physical* environment**

***Communication*  
environment**

***Information* environment**

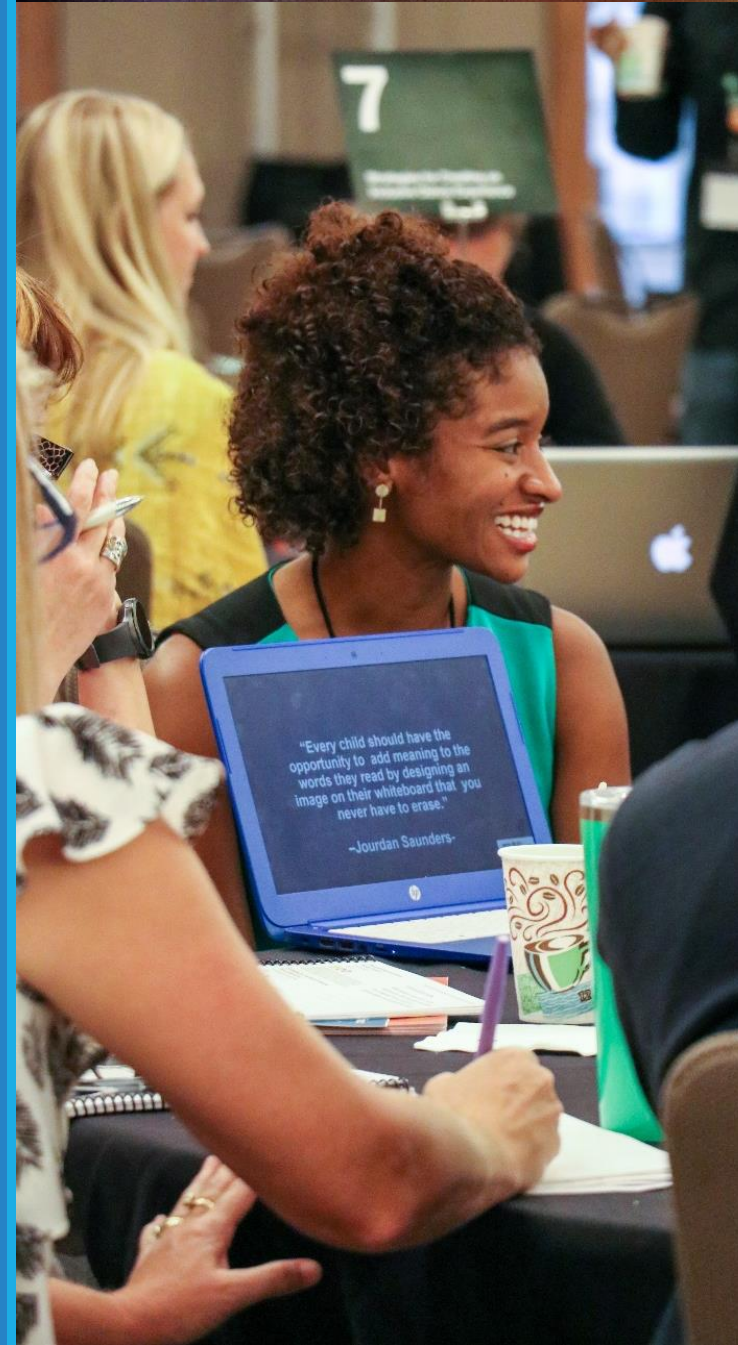
***Social and Policy*  
environments**

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How?

# An Inclusive Educational Environment...

Ensures that the informational and social aspects of the educational experience can be fully and equally experienced by individuals with diverse abilities.



# An Inclusive Educational Environment...

Allows seamless independent interaction with the content for people with visible and non-apparent disabilities that affect mobility, sensory communication, and brain-based functions.

- Institute for Human Centered Design



# Creating Equity in the Arts Classroom

Three things to consider as you get started

- 1) Access
- 2) Student Centered
- 3) Instructional Strategies



# ACCESS

- Is the physical environment supportive
- Is communication going to be successful
- Is technology accessible



# STUDENT-CENTERED

- What does this individual student need to be successful
- Self advocacy – student voice/involvement
- Strength-based approach
- Meaningful and intentional inclusion



# INSTRUCTIONAL STRATEGIES

- Universal Design for Learning
- Differentiated Instruction
- Providing Feedback
- Strength-Based Approach

## Resources

[www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/arts-integration-and-differentiated-instruction/](http://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/arts-integration-and-differentiated-instruction/)

[inservice.ascd.org/art-is-more-than-just-added-flavor-differentiated-instruction-with-multiple-art-forms/](http://inservice.ascd.org/art-is-more-than-just-added-flavor-differentiated-instruction-with-multiple-art-forms/)

[theartyteacher.com/what-is-differentiation-in-art/](http://theartyteacher.com/what-is-differentiation-in-art/)

<https://udlguidelines.cast.org>

<https://lizlerman.com/critical-response-process/>

[www.nea.org/advocating-for-change/new-from-nea/new-focus-strength-based-learning](http://www.nea.org/advocating-for-change/new-from-nea/new-focus-strength-based-learning)

[www.mifras.org/know/wp-content/uploads/2017/01/Strengths-BasedSchoolCultureAndPractice.pdf](http://www.mifras.org/know/wp-content/uploads/2017/01/Strengths-BasedSchoolCultureAndPractice.pdf)



**Think  
about it ...**

**See the student first, focus on strengths.**

**Be flexible, adaptive, and respectful.**

**Engage with and not “for” your student.**

**Don't make assumptions about what the student wants or needs.**

**Treat students with respect and dignity.**

**Reach  
Out!!!**



**Kennedy Center Access/VSA Office**

**202-416-8819**

**[access@kennedy-center.org](mailto:access@kennedy-center.org)**

**Betty Siegel, JD**

**Director, Office of Access and VSA**